



Book
WSSD Policy Manual
Section
200 Pupils
Title
Promotion and Retention
Code
215
Status
Active

Legal

[1. 24 P.S. 1531](#)

[2. 24 P.S. 1532](#)

[3. 24 P.S. 1611](#)

[4. 24 P.S. 1613](#)

[5. 22 PA Code 4.42](#)

[6. 22 PA Code 4.13](#)

7. Pol. 217

[8. 22 PA Code 4.12](#)

[9. Pol. 138](#)

[24 P.S. 1533](#)

[Pol. 000](#)

[Pol. 100](#)

Pol. 212

[Pol. 213](#)

[Pol. 113](#)

[Pol. 103.1](#)

Adopted
September 17, 1987
Last Revised
October 20, 2016

Purpose

The Board recognizes that the emotional, social, physical, and educational development of students will vary and that students should be placed in the educational setting most appropriate to their needs. The District ~~will~~ shall establish and maintain high-academic standards for each grade and monitor individual student achievement in a continuous and systematic manner.

Authority

It shall be the policy of the Board that each student be moved forward in a continuous pattern of achievement and ~~growth development~~ that ~~is in harmony~~ corresponds with ~~his/their~~ own ~~development~~ progress, system of levels, and attainment of the academic standards established for each grade. Students shall normally be promoted ~~only~~ where they have achieved the academic standards established for each grade, based on the professional judgment of his/her teachers and the results of assessment. ~~[1][2][3][4][5][8]~~

~~Delegation of Responsibility~~

The Superintendent or designee shall develop procedures for promotion and retention of students which assure that every effort will be made to remediate the student's difficulties before the student is retained. ~~[6]~~

Guidelines

Retention shall take place when the building administration, in communication with the teacher and whatever administrative agencies may be involved, feels the total development of the student would be aided by reclassification to another grade or repetition of the same grade. In High School, promotion shall be based upon successfully completing the number of credits leading toward the minimum required for a diploma.

For all school students:

1. If promotion is in danger, the parents/guardians shall be informed in writing by no later than the end of the third marking period.
2. When the decision is made to retain, the parents/guardians shall be notified in writing before ~~the close of the school year~~ June 30.

Guidelines

Elementary Primary and Intermediate Schools

1. Decisions concerning the promotion of a student must be made on a variety of academic and social grounds. The decision to retain a student will only be made as a last resort in helping a student succeed ~~Retention will be chosen only as a last resort.~~
2. Most ~~children~~ students should not spend more than ~~seven~~ eight (78) years in kindergarten through ~~fifth~~ sixth grade.
3. School personnel will convey to parents the placement that they perceive to be in the best educational interest of the ~~child~~ student.
4. Decisions regarding retention will be reached cooperatively among all persons connected with the situation (teachers, ~~principal~~ administration, parents, and counselor).

5. No ~~child-student~~ may be retained in grade without exhausting the Multi-Tiered System of Support (MTSS)~~Child Study~~ process. If consensus cannot be reached among the team discussing placement, the building administration ~~principal~~ retains the final right to make decisions regarding the child's-student's placement.

Middle School

1. Decisions concerning the promotion of a student must be made on a variety of academic and social grounds. The decision to retain a student will only be made as a last resort in helping a student succeed.
2. Most students should not spend more than ~~four~~ three (43) years in the middle grades (6-7-8).
3. School personnel will convey to parents the placement that they perceive to be in the best educational interest of the ~~child~~ student.

~~Students should be promoted to the next grade if they pass all subjects or if they fail not more than one (1) major subject and one (1) minor subject. Failure in two (2) minor subjects shall be considered the equivalent of failing one (1) major subject.~~

- <u>Major Subjects</u>	<u>Minor Subjects</u>
- <u>Language Arts</u>	<u>Physical Education</u>
- <u>Mathematics</u>	<u>Art/Music/Family & Consumer Science</u>
- <u>Science</u>	<u>Technology Education/Health</u>
- <u>Social Studies</u>	<u>Band</u>
- -	<u>Chorus</u>
- -	<u>Orchestra</u>
- -	<u>Computer Education</u>

- 35.3. While Decisions related to retention above the sixth grade in middle school may have little benefit for any student, such decision shall be made by the building principal administration based on the input obtained from the teacher team in cooperation with the guidance department, District administration, and parents/guardians. The following criteria shall be used as a guide:

- a. Academic performance.
- b. Age and Maturity ~~maturity~~ of student.
- c. Aptitude for achieving at next grade.
- d. Achievement test scores.

36.4. Regardless of promotion or retention, there should be close cooperation among the parents/guardians, the teachers who ~~had taught~~ the ~~child-student~~ and the ones who receive ~~him/her~~them. The insight gained by the teachers who had the ~~child-student~~ should not be discarded when the ~~child-student~~ leaves those teachers but be shared with the new team of teachers. Information from the parents/guardians shall always be considered and factored into such a decision.

High School

1. Progress toward high school graduation shall be based on the student's ability to achieve the established academic standards and pass the required subjects and electives necessary to earn the number of credits mandated by the Board for graduation as stipulated in Policy 217 Graduation Requirements. [7]

2. A student who fails one (1) or more subject(s) may be in credit deficit for graduation. Any student who fails one or more major subject(s) is strongly advised to retake the failed subject(s) in summer school. Students who are credit deficient should work with the school counselor to arrange to recover credits and review their course selection and graduation status.

~~1. To graduate and receive a diploma, a student must meet the following criteria:~~

~~—~~

~~a. Students must earn the required number of credits in the curriculum areas stipulated in Policy 217 Graduation Requirements.[7]~~

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~~b. Effective with the Graduating Class of 2019, all students shall demonstrate proficiency by achieving a passing score on the administration of the Keystone Exams (Algebra I, Literature and Biology) or subsequently fulfilling remediation requirements and/or other state approved alternative prior to graduation.~~

Exceptional Students

1. Retention and promotion decisions for special education students will be based on each student's Individualized Education Program (IEP) and input from all members of the IEP team. If consensus cannot be reached among the team discussing placement, the principal Assistant Superintendent will form a committee retains the final right to make the final decisions regarding the child's-student's placement.

2. Graduation requirements for special education students will be based on each student's Individualized Education Plan (IEP). An eligible student may graduate if they/she satisfies-satisfy all of the District's graduation requirements or if the is/her IEP team determines that the student has satisfied the IEP goals to the extent necessary for graduation. As part of the IEP, a transition plan will be developed for each eligible student age fourteen (14) or older, if appropriate. The transition plan will comply with all applicable state and federal regulations and statutes.[7]

3. With regard to the graduation requirements, exceptional students are entitled to graduate if the goals and objectives of the IEP have been met or if the student is no longer in need of special education.

English Learners (ELs)

An EL may not be retained in a grade based solely on their lack of English proficiency.

The District must provide evidence that:

- all appropriate modifications and accommodations to instruction and assessment were aligned to the student's English language proficiency;
- the EL had meaningful access to the general curriculum; and
- modifications and accommodations were implemented and documented over time prior to considering grade retention. [9]